

School Grant Application Cover Sheet - Appendix D

Return to: California Department of Education
Charter Schools Unit
District Organization, Transportation, and Chart,:
560 "J" Street
Sacramento, CA 95814

Name of existing Charter School

Peabody Charter School

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Application Due: May 8,1998

CDS Code: 6045918

IMPLEMENTATION GRANT

Amount of Funding Requested: \$150, 000

Ending Date of Grant: June 2000

Signature_____Title_____Date_____

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PEABODY CHARTER SCHOOL

**CDS Code 604S918
PROJECT PUENTE
LITERACY as a BRIDGE to the FUTURE**

ABSTRACT

PROJECT PUENTE was chosen as a title for our grant because of our deeply held belief about the importance of connections (bridges) between people, with the child to self, with the child to academic studies, between subject areas, with our school and other schools in the district, state, nation and between the child and his/her success in the future. Those connections will be supported by developing and implementing an **early intervention program** for all students.

The vision of Project Puente is to create a community of learners in which students, teachers, families and the community work and learn together to achieve high standards by restructuring the school, reforming curriculum and instruction and assessment, family education and refining our collaborative with UCSB teacher education and the UCSB Gevirtz Research Center to ensure that all students meet the following goals:

- ✿ to achieve high levels of academic success in language arts
- ✿ to involve parents in their child's education

Planned Project Activities

In order to meet its goals PROJECT PUENTE will address three strands:

✿ The **teaching and learning strand** will focus on restructuring the academic program for LEP students through an early reading intervention program, and intensified learning opportunities by extending the day and year.

➤ **Professional development** will be in conjunction with UCSB Graduate School of Education and the UCSB Gevirtz Research Center as a partnership school as a teacher training site, as a site for research as collaborators in the improvement of teaching and learning.

✿ **Family outreach and education strands** will include parent workshops such as how to help with reading, homework, literacy, family Saturday field trips to educational community resources i.e. library, Natural History Museum,

The Charter School's Educational Vision

A. Baseline information about the School

Peabody Charter School is a K-6 Charter School in the Santa Barbara City School District in an upper middle class neighborhood. The district boundaries were redrawn fifteen years ago to achieve integration and therefore 50% of the student body today is bussed from a lowersocioeconomic neighborhood. Thus within our community of learners there is a diversity not only of language and culture but of socio-economic

background and experiences. Peabody School has been on a quest to improve student achievement since becoming a charter in 1993. Over the past five years Peabody has undergone significant changes.

Who were we? We were a traditional elementary school of 524 students with a 34% LEP population in a middle class neighborhood, with 'English only' and/or 'Spanish only,' tracked classrooms, segregated cafeteria (only the free-lunch children would eat there), a play yard segregated by ethnicity and language groups and with a disparity of achievement between LEP students and English only students, with poor transition and redesignation rates. We had an unsuccessful early exit bilingual program with little or no support for transition and an abysmal redesignation rate. There were not enough trained teachers to meet the LEP population needs. 'Ownership' of LEP students was confined to a few bilingual teachers.

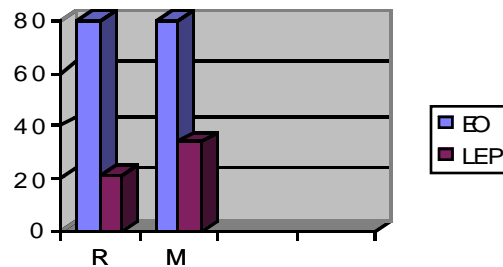
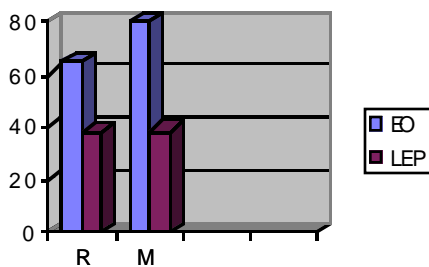
Who are We? Since becoming a charter we have been inclusive in all senses of the word, we have redesigned our governance structure to include parents and teachers. We have dealt with the issues of equity. We have grown by 25% to 730 students with a 44% LEP population. All of our classrooms are integrated and heterogeneously grouped. All teachers work with LEP students. The playground and cafeteria are integrated. We actually 'took over' our cafeteria and now provide delicious nutritious meals. We now feed 90% of our students and 99% of our staff.

Performance Levels of students

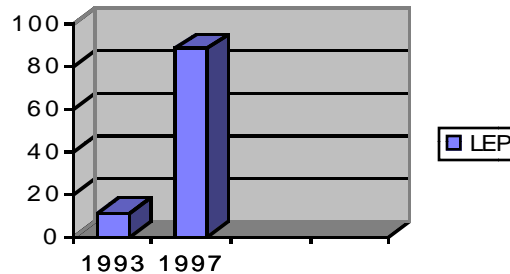
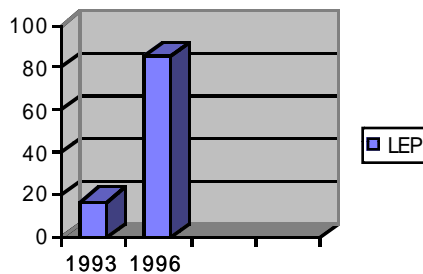
Our transition and redesignation rates have improved dramatically ... yet we continue to see a disparity between the academic achievement of the English only and LEP students. All kindergarten students were assessed in the fall of 1997 using multiple measures, a kindergarten readiness test including reading, language and math concepts, the Pre-Las test to determine fluency in language both in Spanish and English and an English language/Spanish language development test. Results of the 123 students tested indicated a severe disparity between English only kindergartners (EO) and Limited English Proficient (LEP) kindergarteners. The results are dramatically shown in the four graphs below:

CTBS English 6th Grade
R=Reading, M=Math

Entering Kindergarten
Academic Readiness
R=Reading, M=Math



Redesignation of LEP to FEP Sixth Grade **Transition of LEP Third Grade**



B. Educational Vision

Broad, Overall Goals

As a charter school, we are free of state education code, and district policy and thus can continue to reform, restructure and implement a dual language program for our students. **PROJECT PUENTE**, a program with goals to improve literacy and parent involvement in the education of their children, will serve all students and families at Peabody Charter School with an emphasis on the educational needs of our LEP kindergarten and first grade students. There is a definite need to assist our LEP students to meet our high standards by putting into place varied systems of support to meet the challenging standards in place at our school. Not all students learn in the same way; their needs are strikingly diverse. Our vision is to maintain high standards and high expectations while providing high levels of support for the academic success of our language minority students which we can achieve through this grant proposal.

PROJECT PUENTE is designed to serve as a bridge for LEP at Peabody Charter School to achieve academic excellence and prepare themselves for success in the society and economy of the 21st Century. It is further based on one of the goals of Peabody School's Charter .."that **all** students will participate in second language instruction enabling them to develop academic, linguistic, and social skills at the highest possible level for successful participation in our multicultural society."

Peabody will establish a comprehensive model (**PROJECT PUENTE**) of early intervention in literacy and parent involvement that not only enhances, restructures and reforms services for its diverse population but also acts as a beacon for other

schools in the county. **PROJECT PUENTE** will be a bridge for a community to use to link families, language, experiences to school.

Our school site has been known to achieve big projects successfully. We have a proven track record and the energy to carry out our goals and vision. The process of restructuring our programs, described in this proposal will affect many dimensions of our operations, including the structure of our programs, the way we team and collaborate in order to deliver a high quality curriculum, the degree of coordination and integration between the various parts of our overall program, the degree of involvement in a collaborative setting of our families and the connection to a larger community.

Philosophical, theory and research base for the vision

Changes in our society, technologically, socially and globally have created a need for schools and their communities to form new and enhanced educational systems that better meet the needs of today's children. Research on educational reform indicates that effective change involves more than one teacher in one classroom; it involves changes that go deep into the structure of organizations and the ways in which people work together. Successful school systems are those that develop institutionalized capacity to plan and manage changing needs and programs. As a Charter we are able to make these deep changes needed to meet the needs of all our students including LEP students. We have the opportunity as a Charter in spite of the direction of our state towards an English only environment to improve and enhance our educational program for all students. Given the needs of our LEP students and the commitment for excellence as exemplified by our Charter we can create a replicable educational model that serves as a beacon and a bridge to the twenty-first century.

Proposed Achievements

To achieve the goals for all of our students, support systems need to be in place for certain students. Although we have achieved significant growth for our LEP students in transition and redesignation rates, they continue to enter our doors in kindergarten significantly behind their EO peers. To bridge this gap, we plan to create Pect Puente, as an early intervention program that includes academic tutorials, developing preschool experiences, and parent education in how to help your child at home, school expectations, leadership roles and as tutors in beginning literacy. Our goal is to narrow the disparity of achievement by intervening in the early years with students and families.

II. Organizational Structure

A. Educational Capacity

Innovative strategies of teaching and learning based on research and practice:

Until we received Charter status in 1993, our curriculum was aligned with the District's goals and objectives, a skill-based continuum in all subject areas which is loosely based on the State Frameworks and on the skills with the California Achievement Test. As part of Charter we have chosen to develop curriculum based on beliefs we hold

about how students learn, about what "basics" are for the 21st century and on principles we believe to be underlying all the State Frameworks and It's Elementary.

Peabody's teachers follow the principles of a differentiated curriculum: 1. Present content that is related to broad-based issues, themes or problems; 2. Allow for the in-depth learning of a selfselected topic within the area of study; 3. Integrate multiple disciplines into the area of study; 4. Develop independent or self-directed study skills; 5. Develop productive, complex, abstract, and/or higher level thinking skills; 6. Focus on open-ended tasks; 7. Develop research skills and methods; 8. Encourage the development of products that challenge existing ideas and produce new ideas; and 9. Encourage the development of self-understanding, recognizing and using one's abilities, becoming self- directed, appreciating likenesses and differences between oneself and others.

The depth and breadth of our integrated curriculum K-6 is noted in our year long plan for each grade level and content area. At Peabody the driving force of all curriculum is literacy. Given this tenet, comprehension and evaluation of contextual meaning is taught as the core of the reading program. In the primary grades students acquire the basic skills of speaking, listening, reading and writing in their primary language within the context of critical thinking skills. Our intermediate grade students participate in a literature-based program.

Clear and measurable outcomes for student performance: See Chart in Section III

Comprehensive Student Assessment program aligned with Goals

Peabody Charter School has planned a self-evaluation structure that is not static; evaluation is ongoing. The self-evaluation process is based on overall student learning, assessment, evaluation and governance of the program and programmatic change. In addition, our overall school assessment is internally measured, based on factors for success as reported on Charter Schools by the Little Hoover Commission including test scores for overall student performance, parent satisfaction, opportunities for teachers, academic innovation, ethnic diversity and revenue.

We believe that assessment drives curriculum. In the 1993/94 school year, we initiated the development of authentic assessment; assessment that reflects exemplary classroom practice. Portfolios are used throughout the year for each student and include samples of student work in reading, writing, and mathematics. Students are actively involved in the assessment process when they make selections for their own portfolios, reflect on their learning, and present their portfolios at parent, teacher, student conferences.

Teachers working in grade level teams decided common portfolio elements for math, language arts and second language development for each student which is evaluated using a four-point rubric. These portfolio elements include photographs, student work samples, student reflections, teacher observation and a profile of student progress. The portfolios are communicated formally among teachers, students at conferences twice a year, to document student progress, to analyze student work in order to

redesign curriculum, and instructional practices, in our standards development, and in consistency of teacher expectations at grade level and across the grades.

For language arts we developed assessments both in English and Spanish for all students grades K-6 which were modeled after the former State CLAS test, integrated listening, reading, writing and cooperative group work. In our second language acquisition program (Spanish to English and English to Spanish) students are assessed based on oral and written performance (SOLOM) in communicative stages, reflective language journals, and end unit evaluations that include group projects, writing samples, and readers' theater. In addition to these formal assessments, students demonstrate learning during various community and school events throughout the year. These include school-wide art show, winter music performance, Glee Club, County Math Super Bowl, Science Fair, Open House, and Biography Night.

Professional Development tailored for school reform and restructuring

Peabody has provided a model of effective professional development by "incorporating time for critical reflection and occasions for collaboration and inquiry." Teachers now have four preparation periods each week built in to the school day to work individually, in teams, in grade levels and on committees. Teachers make decisions that directly impact virtually all aspects of the schools improvement including curriculum, instructional practices, assessment and budgetary issues. As a result of stated teacher need, our school day was extended by 45 minutes. In addition, with class size reduction, teachers in grades K-3 meet weekly in grade level teams and monthly as a staff to focus on literacy, on student work products, individualized and small group strategies, and interventions for at- risk students.

We are one of three professional development schools in the county linked to UCSB. Ten student teachers and a supervisor are assigned to Peabody each year. Our new teachers participate in a new teacher program run by UCSB and the Tri-County Consortium Beginning Teacher Support Assistance (BTSA). Our Assistant Principal, who was a site teacher for 14 years, a district mentor teacher and university teacher trainer, acts as a support provider for our new teachers meeting with them weekly in team and individually. Teachers are provided release time to observe in other classrooms, and at other schools, receive demonstration lessons, peer coaching and immediate resource assistance as needed.

Peabody Charter School clearly incorporates both Darling-Hammond and McLaughlin's *Characteristics of Effective Professional Development Schools* and Judith Warren Little's *Six General Principles for Professional Development* by:

- ✧ allowing teachers time to observe and reflect the learning and development processes
- ✧ engaging teachers in sharing their knowledge amongst each other
- ✧ supporting on-going interactions with role models, leadership positions, and mentorships

- ✧ preparing teachers to use and share their techniques within the whole school community
- ✧ supporting the relationship between teachers, students, parents and the school at large.

Experience and knowledge of people involved in this area

Enrollment of LEP students has increased by 10% since we became a Charter School in 1993. At Peabody all staff, 37 credentialed teachers and ten instructional aides work with our LEP students. All our classrooms are integrated and heterogeneously grouped reflecting the diversity within our population. Currently, 17 of our teachers hold the BCLAD, 7 have CLAD, 9 have completed SB 1969 training and the remaining four teachers are in the process of completing their CLAD training. It is our goal that all credentialed personnel will receive California certification to work with LEP students during the two year time frame of this grant and that a minimum of 50% of our staff will be bilingual. Of the twelve teachers in the early primary (K-1) who will be involved in this project, nine are bilingual and I have certification to work with LEP students. Both on-site administrators and the proposed resource teacher for the project have bilingual credentials.

B. Business Management

Design for effective school functioning to support educational vision

Currently Peabody as a Charter School is governed by an on-site eleven member governing council consisting of four teachers, three parents, an administrator, a classified representative, a district appointed representative and a community representative. The Governing Council has not had a LEP parent represented yet. As part of our Charter, families are required to be involved at least three hours per month in school related educational activities. We have found a disparity between the families of our language minority students and our English speaking students as evidenced by an analysis of 1996/97 parent school service hours. Of the families who participated in school service 79% were English speakers while only 21% were families of LEP students.

Budget Plan to Demonstrate Peabody's Fiscal Responsibility

During the 1997/98 school year, Peabody Charter School represented a budget of \$2.5 million in total expenditures with an additional budget of \$90,750 for our "extras." The \$90,750 was raised by our Governing Council and Foundation Board for such expenses as our artist-in-residence, computer equipment and miscellaneous staff support. Our on-site cafeteria's profit is approximately \$ 10,000 per year. An example of our successful fiscal creativity is our outdoor art studio which cost \$28,000 to build in 1997, and is valued at \$250,000. Peabody parents who are specialists in the community donated their time and resources to complete the project. Kiwanis, a community service organization, donated materials and labor. A matching grant was offered by the Santa Barbara Public Education Fund.

Governance and Management Structure

Our unique infrastructure enables us to participate in ongoing communication, program implementation and evaluation. The process of communication between key players, parents and teachers is fundamental to our school's vision. Major decisions for program improvement come through the staff, to the Governing Council and Site Councils for input. Final decisions are made at the staff and Governing Council level and implemented by the faculty and staff. Our Governing Council organizes town meetings, curriculum nights, and a yearly retreat to provide vehicles for communication, planning, organizing and implementing our vision and program goals for all students. Our PTA and Site Councils focus on family events and parent education.

Location of and Plans for maintenance of School Facilities

As part of our Charter, the Santa Barbara School District maintains the site. Our school beautification committee and governing council have analyzed the site needs and have begun the development of a five year plan which coincides with a bond election for site renovation in June of 1998. Our Charter contract states that if the work is not done in a timely manner than we are able to contract with local companies as needed. Our school beautification committee plans several large projects each year that are accomplished through our parent service hours requirement. Recent projects have included painting of the school, building an indoor/outdoor art studio, landscaping, and developing a successful integrated pest management program with the Council of Environmental Education and the Environmental Protection Agency.

Experience and Knowledge of People Involved

The Santa Barbara School District has responsibility for site maintenance and for certifying the knowledge and experience of the people involved. However, with any work we contract out, we ensure that the companies are experienced and respected in their field. Our parents who perform a service are supervised by another parent who is bonded, insured and/or licensed. For example, the art studio was designed by a local architect. Our parents who were structural engineers, painters, roofers, electricians, contractors, plumbers and pavers provided the direction as our volunteers provided the labor.

C. Collaboration and Networking Strategies

Areas of Collaboration within the School

As mentioned above, we meet in committees, town meetings, retreats to plan, create and share ideas to order to improve our instructional program and ensure that our yearly goals are met. The following committees oversee the implementation of our yearly goals for school improvement and form the network of collaboration to see these goals through to fruition: 1. Leadership Team: This is a decision-making committee, comprised of one teacher representative from each grade level and the principal. The goals of the committee are to promote communication throughout the

grade levels; 2. Diversity Team: This committee develops programs to meet the needs of our diverse student population which includes linguistic, ethnic, academic, socio-economic and cultural diversity. The early intervention program idea originated from our diversity team; 3. Assessment Team: This committee oversees the portfolio assessment, development, procedures, and logistics of our multi-dimensional assessment system; and 4. Second Language Acquisition Team: This committee facilitates the development of curriculum for second language acquisition by developing grade level standards, and assessment and working closely with the Transition and Redesignation committee whose responsibility is to oversee the academic progress of our LEP student population.

Involvement of parents and community members

The Governing Council has adopted a Mutual Responsibility Pledge which is an agreement that expresses our charter philosophy that the education of our children is a cooperative process involving the best efforts of all parents, students, teachers, staff and community. We believe that parents who are actively involved in their child's education enhance the success of their child in school.

As a charter school, Peabody is fortunate to have the commitment of three hours per month per family of school service which equates to 1000 hours per month for our 600 families. This commitment is coordinated by a parent liaison who tracks service hours by month, by family and by activity. The monthly school service commitment can be satisfied by participating in a variety of activities including our proposed on-site tutorial program.

Parent and staff committees have formed to assist in all areas of the school's operations. These committees meet monthly to ensure that our goals are being met. These committees include: 1 - Arts and enrichment for on-campus projects; 2. Cafeteria as a site for delicious, nutritious means and as a center for meetings; 3. Foundation which serves as a fund-raising arm of the school; 4. Library which supports the daily operations of the library with volunteers; 5. PTA/Parent involvement which works to improve parent participation, to provide educational programs for families, and to organize family events; 6. School beautification which is devoted to creating a functional and beautiful campus, promoting school pride and sense of community; 7. Sports which works to help students to stay active and healthy; 8. Diversity which works to increase student appreciation for their diverse heritage, to create the level of acceptance of difference, and to develop a sense of community; 9. UCSB Connection which has established Peabody as a project school.

Community Service is a goal of our charter. Each grade level participates in community service, our kindergarten classes adopt a local nursing home, our first graders work to recycle, our second graders helped build a park called "Kids World", our third graders work with the Natural History Museum and are 'docents' at the Museum on Children's Day, our fourth graders participate in Direct Relief International, our fifth graders study Marine Biology through a program called Los Marineros which serves to protect our Marine environment, our sixth grade garden grows produce for our cafeteria salad bar and serves as a composting project.

Collective knowledge and experience of partnerships

By forming partnerships and building relationships with teachers parents and community, we are able to bring a stronger academic program to our school. For example, with our partnership with the UCSB Graduate School of Education and with the UCSB Gevirtz Research Center we are able to improve teacher and learning for students and adults. Other collaborations formed that bring knowledge, resources and expertise to the school are with the Council for Environmental Education (in 1998, we became a model environmental school, pesticide free), with the Children's Creative Project who provide our artists-in-residence in music, dance, ceramics and fine arts, with the Farmer's Market and local organic farms who provide our produce for our cafeteria and experts in planting, composting, soil amendments, etc. The Santa Barbara Symphony, the Natural History Museum, The Botanic Gardens provide other support resources as needed.

External means of technical support

Technical support is provided by our parent population who act as our lawyers, our accountants, our accounts clerks, our electricians, plumbers, carpenters, roofers, painters, gardeners, landscape architects, structural engineers, architects, chefs, scientists, physicians. It depends on the need, and a teacher, parent or community member is available.

D. Overall Program Evaluation

Comprehensive Assessment Program

Evaluation will be comprehensive and integral to the program. It will include all relevant parties (District, school personnel, parents and UCSB) as information collectors, givers and users. Evaluation results will be input for program decision-making and problem solving. We will develop evaluation plans based on staff input, monitor implementation of evaluation plans, and direct and/or conduct analysis and reporting.

The quality of the evaluation plan resides in its use of multiple sources of evidence collected over time to provide ongoing programmatic decisions and adjustments as well as for the final summative evaluation. The plan provides for the collection of evidence on processes, benchmark indicators and outcomes of the project. Project teams will have primary responsibility for collecting evaluation data, providing progress reports and using the evaluation data for program improvement.

Measurements to Evaluate Success of Charter Program

Measurements to evaluate the success of the newly proposed Early Intervention Program will include but not be limited to attendance by parents at meetings and on service hours logs, kindergarten assessments of entering and exiting kindergarteners, parent and student attitude surveys, and multi- dimensional assessments and student work samples as reflected in portfolios in grades kindergarten and first grade.

Evaluation will continue use of existing, mostly standardized test at project inception, moving toward authentic assessment as implementation progresses. For continuity of data and longitudinal study, some initial instruments will be carried through all of the project's funding period. The additional layer of testing will provide a fuller picture of program success. Eventually, Peabody will rely heavily on authentic assessment results to more closely measure increasingly precise student outcomes. Achievement of district performance standards will be assessed through project developed authentic assessment instruments keyed to State Curriculum Frameworks. State test results and authentic assessments will be disaggregated by language proficiency, grade, length of time in the program and primary language. In addition, portfolios will be used.

111. Description of Grant Project Goals and Activities

A. Identification of Program Needs

- ✧ **Number of LEP at Peabody:** 315 LEP Students are enrolled at Peabody Charter School which represents 44% of the entire student body of 728.
- ✧ **Language Spoken:** Spanish and English
- ✧ **Proficiency in English and Spanish:** The average Spanish speakers enter kindergarten with little English and lack of fluency in Spanish.
- ✧ **Entering kindergarteners:** 44 % are LEP
- ✧ **Disparity in the academic standing in relation to peers:**
- ✧ **Disparity in Parent Involvement:** According to Bermudez & Marquez 1996 when parents participate in their children's education language minority students are considerably more likely to succeed. Parent involvement is associated with numerous benefits; sustained gains in academic achievement, enhanced English-language skills, increased cognitive growth, improved behavior in school, better home-school relationships, more favorable attitudes toward school and higher self-concepts among others. Parent involvement plays a key role in the support and implementation of the goals for students as outlined in this grant for student academic achievement and bilingual proficiency, and multiculturalism/self-concept.

B. Justification for Support to Fulfill Identified Needs

Our vision as a Charter School is that all students will achieve high standards. However we are aware of the fact through our data analysis that our diverse student population has different needs to meet these challenging goals. This grant money will support an early intervention literacy program designed to meet the needs of our students who are at-risk of not meeting the standards. The money will hire a teacher who can initially organize the structure for the tutorials, design the curriculum, purchase the materials, build the literacy kits, train our parents and teachers and hire our parents. After the two years of planning and setting up the program, it can be

'institutionalized' and continued through the categorical monies in SIP and EIA. By working with students in early literacy and with their families and preschoolers in parent education and how to help their students at home. By training parents as tutors who can eventually take on leadership roles and act as liaisons to other families, through professional development with our own staff, we will create a new level of support and the means for success for all students.

C. Specific Grant Project Goals and Objectives - Description of program

The goals of this project constitute a portion of our ambitious agenda for systemic change and reform of our entire school. See the shaded areas in the following Chart of Project Activities for the goals specific to our Charter Grant Proposal, Project Puente.

Clear and measurable outcomes for student performance

The goals of this project constitute a portion of our ambitious agenda for systemic change and reform of our entire school. See the shaded areas in the following Chart of Project Activities for the goals specific to our Charter Grant Proposal, Project Puente.

Project Goal 1: Achieve high levels of academic success in language arts: meet state and local standards across the curriculum, access a broad repertoire of social, cognitive, and metacognitive learning strategies and develop critical approaches to creating and accessing, using and evaluating knowledge and information.

Target Timeline Participants	Objectives	Measurement	Standard
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LEP Students	90% of project participants will write and read on grade level in Spanish by third grade and in English and Spanish by sixth grade	Aprenda (Span) Stanford 9 (English) LAS II Coursework Performance Assessment	36% 36% Rubric 3 Rubric 3 Rubric 3	Standardized tests each spring, grades 2-6, performance assessments triannually, portfolios on-going grades K-6
English only Students	90% of project participants will read and write on grade level in English by third grade and in English and Spanish by sixth grade.	Aprenda (Span) Stanford 9 (English) LAS II Coursework Performance Assessment	36% 36% Rubric 3 Rubric 3 Rubric 3	Standardized tests each spring, grades 2-6, performance assessments triannually, portfolios on-going grades K-6
Project Participants	90% of project participants will demonstrate study skills	Homework Coursework grades school attendance	80% 80% C or better 95%	Class Homework records, grade books and attendance

The objectives in the chart below reflect the Family Education and Outreach Strand and the Professional Development Strands that support the goals of **PROJECT PUENTE**.

Project Goal 2: Family Outreach and Education: actively involve parents in the education of their children, learn strategies and resources to support their children at home and in the community and understand the 'culture' of school.

Target Participants	Objectives	Measurement	Standard	Timeline
Parents of LEP students	100% of parents of LEP students will participate in their child's education at school and at home.	attendance at meetings and workshops, logs of library/media use, parent service hours, parent conferences	Evidence documented on one of the Measurements	Attendance taken each meeting, parent service hours recorded monthly, logs reviewed monthly
Teachers	100% of the teachers will be state certified to work with LEP students (BCLAD, CLAD, SB 1969)	Attendance in certification classes, language classes, inservices toward credentialing	State Certification	Certification results will be reviewed each year
Peabody Charter School Teachers UCSB Student Teachers	100% of teachers and student teachers will be provided with staff development opportunities in the areas of literacy and second language acquisition.	Attendance at workshops, team meetings, inservices, implementation of learning in the classroom Teacher evaluation or peer coaching	Attendance at all workshops by all teachers Improved student achievement and lesson design	Attendance at workshop during the year, and summer. Teacher evaluations and/or peer coaching yearly
Peabody Charter School Teachers, UCSB Student teachers, UCSB Supervisor , Graduate School of Education Staff and Gevirtz Research Center.	A collaborative research project will be conducted with Peabody Charter School and UCSB	A research project will be completed at the end of the two year cycle. An initial report will be completed at the end of the first year.	Project Puente teams composed of Peabody Staff and UCSB. Action research teams formed at K, 1, 3, 6 grades	The collaborative partnership will be evaluated yearly and planning for the next year will occur during the summer institute.

The activities that will be developed and implemented to support the above goals are as follows:

Goal 1: Early Intervention: The development of curriculum, assessment, training and monitoring of achievement will be coordinated by the bilingual resource teacher, Pat Santiago.

Tutorial Program:

1. Students from each classroom K-2 who are identified as having the greatest need in the area of literacy will receive 30 minutes daily of one-to-one intensified instruction and tutoring in the area of literacy to meet grade level standards. The program will run November through May. Teachers aides and parents will be specifically trained and compensated to provide these services. This will serve to educate parents in the literacy process as well as serve as a capacity builder and springboard into school leadership roles.
2. Literacy kits will be developed to go home with each student who is being tutored. Kits include school supplies, books, and tapes tailored to meet the needs of the individual child.
3. A data base of student achievement will be created to monitor student achievement
4. Working with the Gevirtz Research Center at UCSB an evaluation study will be developed with a final report prepared on student achievement data and program design and modifications.

Objective: After the second year in the program all students participating will be on grade level in reading and writing.

Book Club:

1. Weekly lunch time book club will occur for all students who are participating in the tutorial in the library. Students will have “book talk’s”, listen to stories, have a quiet time for reading and check out books and book/tapes.
2. Attendance and a log of books checked out will be kept.

Extended Day:

1. Students who do not meet benchmark standards at the end of each quarter will participate in a two day per week after-school literacy class to provide intensified instruction and language development support.

GOAL 2: Family Education and Outreach

1. **Library Media Center:** Parent workshops and family education nights will be held monthly in our library media center. The library will be used as a literacy center and training facility for students and families. It will serve as a resource center to train parents in how to help their children at home with literacy, literature and technology. Families may check out books and tapes.
2. **Parent Education:** Our parent education will be restructured so that the kindergarten teachers can be released to do home visits in the summer prior to the students' actual first day of class to conduct a mini-needs; assessment on each

entering kindergartner. The teachers will act as emissaries to families not currently participating in the monthly family service hours. Parent education workshops will be designed on "How to do School." Parent leaders will be nurtured within each class to encourage parents to participate in school activities and decision making committees. These parent leaders will meet with the teacher coordinators on a regular basis.

3. **Childcare support class:** As a part of the kindergarten restructuring, the kindergarten center would become a childcare center with a younger sibling literacy class. The younger siblings of school-age students will receive pre-literacy training with read-alouds, poetry and language and literacy building activities to give the children a boost and their families training in preschool age language development.

4. **Community Resource Networking:** Family Literacy Trips will be organized monthly to coordinate Public Community Resources such as the Art Museum, the Natural History Museum, etc. This project will provide bilingual books related to the theme of the trip for each participating family. Disposable cameras will be provided to keep a photo essay of the Literacy Trips. These weekend monthly literacy fieldtrips will provide training, transportation and build a sense of community for our families.

5. **Bilingual Parent Coordinator:** Parent leaders will be nurtured and cultivated from our parent community to assume a central role of coordination of home and school participation. Parents will receive required training in order to carry out the responsibilities of the link between the school, families, their needs, the school needs and centrally, the students' needs. A directory of parent resources will be established.

Individuals responsible for completion of work

Pat Santiago will be the lead resource teacher on this project working in collaboration with our K-2 teachers, the governing council, the principal and the parents.

D. Self- Assessment and Monitoring Progress Towards Project Goals

Timeline

Summer 1998: 1: Develop two year plan; 2: develop curriculum; 3: develop kits; 4. create data base; 5: Develop research design; 6: Home visits all new students; 7: develop assessment; 8: plan trips; 9: order books and supplies; 10: develop system of documentation and intervention.

Fall 1998: 1: Gather baseline data on all K-2 students; 2: train parent mentors; 3: hold parent workshops; 4: implement research design; 5: offer childcare support class; 6: gather baseline assessment; 7: visit public library; 8: document volunteer hours and train room parents.

Winter 1998: 1: Assess- students tutored; 2: begin tutorials; 3: distribute kits; 4. input data on tutored students; 5: hold parent workshops; 6: offer childcare support class; 7: visit Natural History Museum and SB Museum of Art; 8: contact parents.

Spring 1999: 1: Assess students tutored; 2: continue tutorials; 3: input data; 4: hold parent workshops on technology and literacy; 5: Visit Presidio and Mission; 6: contact parents.

Summer 1999: 1: Submit Year I Progress Report; 2: analyze data, plan; 3: discuss parent and teacher planning and evaluation; 4: visit Botanic Gardens and Zoo; 5: prepare summative of hours of participation.

Fall 1999: Gather baseline data on all K-2 students; 2: train parent mentors; 3: hold parent workshops; 4: input data on all K-2 students; 5: hold parent workshops and childcare support classes; 6: visit Public Library, tide pools and whale watching; 7: document volunteer hours.

Winter 1999: 1: Assess students tutored; 2: begin tutorials; 3: distribute kits; 4: input data on tutored students; 5: hold parent workshops; 6: offer childcare support class; 7: visit Natural History Museum and SB Museum of Art; 8: contact parents.

Spring 2000: 1: Prepare Year 2 Summative; 2: assess all K-2 students; 3: survey parents and teachers; 4: submit final report; 5: evaluate parent survey; 6: prepare summary of hours of participation.

Procedure for evaluating quality of work

Baseline data will be gathered at the inception of the program. Program implementation will be evaluated to assess program progress and achievement, and identify areas of needed improvement. As instructional program implementation progresses, student achievement data will provide clues to programmatic weaknesses requiring attention. In this way it will provide data for informing and improving program management and effectiveness whose ultimate aim is improved and high-level achievement especially for the LEP students.

Evaluation activities will address factors that affect student achievement by monitoring program implementation and program context factors. Professional development, parent education and involvement, and program management implementation strategies, timelines, and effectiveness are included in this area. Project teams will monitor implementation based on an evaluation plan designed jointly with the evaluation consultant at the beginning of the project year. At a minimum, this plan will include areas to be evaluated, standards of evaluation, methods and instruments, timelines, responsibilities, and summary and analysis methods.

Peabody staff realize the importance of evaluation using multiple measures as a means of program improvement and achievement of high standards for student performance. We realize the importance and advantage in our close collaborative relationships with UCSB and the Gevirtz Research Institute and UCSB's Graduate School of Education in our role as a partner site for teacher training. As the work in our project progresses, significant amounts of information and knowledge will be generated. This project possess the capabilities to disseminate that knowledge through the multiple networks and publication avenues the institutional context and existing personnel provide.

Adherence to required evaluations of grant

Peabody Charter School will submit progress reports at the end of Year 1 and a final report at the end of the funding period. Reports will include all process and outcome data on student achievement and level of success of program implementation. Project staff, parents, and administrators will formally review evaluation data quarterly. An in-depth evaluation of year's end data will occur during the summer evaluation and planning institute. The ultimate aim of evaluation is improved student achievement. To that end, project results will be used to further refine program goals and objectives, to determine program effectiveness, and to improve program operations.

Process for how the grant money will be spent

Because of the fiscal autonomy that Charter Schools have in California, we manage funds creatively to best meet the needs of our students. Our project will be funded, in part, through a variety of resources including in-kind donations. This multiple funding helps to build the capacity of the activity for future funding.

Peabody Charter School
Budget Sheet - Proposed Expenditures
Year 1 and Year 2

		Grant Funds	Other Funds
1000 Series Cert. Salaries	Bilingual Resource Teacher	\$37,000	
	Project Administrator	2,000	
	Home/School Liaison	3,000	
	Bilingual Resource Teacher Stipend	2,000	
2000 Series Class. Series	Clerical	\$ 5,000	
	Tutors	10,000	
	Tutors - volunteer time based on \$10/hr.		\$3,900
3000 Series Emp. Benefits	Bilingual Resource Teacher	4,100	
	Clerical		\$ 500
	Tutors	1,400	
4000 Series Books, Supplies	Literacy Kits	\$ 1,500	\$ 1,500
	Library Books	3,500	\$ 3,500
5000 Series Services and other	Transportation		\$ 1,000
	UCSB Researcher/Evaluator	\$ 3,000	\$ 2,000
6000 Series Capitol Outlay	Computer and Printer	\$ 2,500	
TOTAL		\$75,000	\$12,400

California Public Charter Schools Grant Program Appendix F

Budget Narrative - Proposed Expenditures

The two year budget covers the cost of implementing the elements of **PROJECT PUENTE** necessary in achieving its goals. The largest costs to the project will be providing personnel, necessary time to develop and implement all aspects of this project. The budget adequately provides for these elements for the number of years necessary until the program can manage without them. Rather than put the entire budget into words, we will highlight general category costs each year. The attached budget sheet follows two principles: 1) to insure that the work of the project continues when external funding is gone, and 2) the more money that goes directly to student learning the better.

The largest expenditure of **PROJECT PUENTE** is the Bilingual Resource Teacher. Peabody expects to hire Pat Santiago who currently teaches third grade at Peabody. She would be released from her classroom for the two years of this grant. She would

assist in implementing the project objectives, provide assistance and training to classroom teachers, assist in maintaining, student records of progress and assist in program implementation. Pat's qualifications include 18 years as a bilingual teacher, a teacher in UCSB's Writer's Camp, District Assessment Committee, District Curriculum Council, District Bilingual Committee, District Standards Development Committee, Lead teacher Transition and Redesignation Site Committee, Teacher leader in Spanish Language Development and English Language Development Committee. We are allocating \$41,211 to this position including benefits plus an additional \$2,000 stipend.

In addition to the Bilingual Resource Teacher, we are allocating \$2,000 for the Project Administrator who is Pat Morales, Peabody's Principal. She will be responsible for the direct supervision and administration of all components of this program as well as the supervision of project staff, budget, planning and evaluation. Pat's teaching experience totals twenty years including eight years as a Bilingual Teacher, Workshop Presenter in Bilingual Methodology, ESL Strategies, Assessment in Language Arts and Integrated Curriculum, facilitator Accelerated Schools and 8 years in administration.

Another \$3,000 will be allocated to our home/school liaison, Nancy Cole, who is currently a kindergarten teacher at Peabody. She will organize parent education workshops, organize communication with families, monitor and encourage parent involvement. She has been a kindergarten teacher for 18 years and has been particularly successful with parental involvement and has taken a leadership role in school reform. She has served as a member of the Charter Governing Council since 1993.

As part of the requested funds, we anticipate spending \$5,000 in clerical support which will provide us with a maximum of 500 hours of clerical support. We expect to use clerical support to perform a wide variety of clerical and secretarial work including but not limited to typing, filing, proofreading, translating, record keeping, data collection, word processing and making family connections. \$ 10,000 will be used to pay for our head tutors. We expect the head tutors will train parent and community volunteers to assist in implementing **PROJECT PUENTE**. Peabody parents will be recruited, trained and hired as early intervention tutors three hours per day to work with individual students in grades K-2 in language arts. Tutors will be hired based on their Spanish and/or English literacy skills. By working with volunteers we will increase our spending on literacy kits and new books for the library. We are allocating \$1,500 for literacy kits and \$3,500 for new books. The Governing Council has asked the Peabody Charter School Foundation to provide a \$5,000 match during the 1998/1999 and 1999/2000 school years. This will provide a total of \$20,000 in new literature.

In addition, we anticipate allocating \$3,000 of the grant funds to pay for UCSB researchers to evaluate the program and to help prepare progress and final reports. \$2,500 will support the costs to purchase a computer and printer. Our Bilingual Resource Teacher and clerical support staff will use this equipment to prepare information for the project; to collect data; and to prepare reports.

The two year budget is reasonable in light of the size of the school and the scope of reforming, restructuring and upgrading at the site as well as meeting challenging student objectives. Individual budget items are based on known prices. Salaries and benefits are based on district salary schedules and union contracts. Travel, supplies and other costs are estimated based on previous expenditures. The funds provided for the project will be used to support but not supplant State and local funds. A portion of the "other funds" committed to the project represent categorical funding. No budget items pay for existing State or local personnel positions or resources. The budgeted items will support implementation of the PROJECT PUENTE and the achievement of stated objectives. Elements already in existence will continue to be funded by non-grant sources.